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ABSTRACT

This report presents the methods and findings of a study to compile information regarding professional development practices at institutions in the League for Innovation in the Community College, a consortium of 19 community college districts. Following background information on the League, and introductory information on the purposes of and patterns in professional development in community colleges, the report presents summary statements on the structure of professional development programs at 18 individual League colleges. Next, the report discusses the research methodology and presents a copy of the survey instrument, which focused on institutional characteristics, information concerning the organization and planning of development activities, information concerning funding and personnel, information concerning participation in programs, and program effectiveness measures. Percentage responses are included. Next, the report provides a list of 50 ideas for professional development activities, and makes recommendations to the League. Finally, a resource directory and 32-item bibliography are presented. (UCM)

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RESOURCES FOR RENEWAL

A Survey of Professional Development Practices
in League for Innovation Community Colleges

Judith I. Hall
Donna R. Petrie

State University of New York
Monroe Community College

September, 1987

In cooperation with the League for
Innovation in the Community College.

LEAGUE for INNOVATION
in the Community College

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A Survey of Professional Development Practices in League for Innovation Community Colleges

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LEAGUE for INNOVATION
in the Community College

CUTTING UP AN OX

Prince Wen Hui's cook
Was cutting up an ox.
Out went a hand,
Down went a shoulder,
He planted a foot,
He pressed with a knee,
The ox fell apart
With a whisper,
The bright cleaver murmured
Like a gentle wind.
Rhythm! Timing!
Like a sacred dance,
Like "The Mulberry Grove,"
Like ancient harmonies!

"Good work!" the Prince exclaimed,
"Your method is faultless!"
"Methods?" said the cook
Laying aside his cleaver,
"What I follow is Tao
Beyond all methods!

"When I first began
To cut up oxen
I would see before me
The whole ox
All in one mass.
"After three years
I no longer saw this mass.
I saw the distinctions.

"But now, I see nothing
With the eye. My whole being
Apprehends.
My senses are idle. The spirit
Free to work without plan
Follows its own instinct
Guided by natural line,
By the secret opening, the hidden space,
My cleaver finds its own way.
I cut through no joint, chop no bone.

"A good cook needs a new chopper
Once a year - he cuts.
A poor cook needs a new one
Every month - he hacks!

"I have used this same cleaver
Nineteen years
It has cut up
A thousand oxen.
Its edge is as keen
As if newly sharpened.

"There are spaces in the joints;
The blade is thin and keen:
When this thinness
Finds that space
There is all the room you need!
It goes like a breeze!
Hence I have this cleaver nineteen years
As if newly sharpened!

"True, there are sometimes
Tough joints. I feel them coming,
I slow down, I watch closely,
Hold back, barely move the blade,
And whump! the part falls away
Landing like a clod of earth.

"Then I withdraw the blade,
I stand still
And let the joy of the work
Sink in.
I clean the blade
And put it away."

Prince Wan Hui said,
"This is it! My cook has shown me
How I ought to live
My own life!"

Chuang Tzu

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BACKGROUND

The League for Innovation in the Community College is a consortium of 19 community college districts. The League was founded in 1968, and its purpose is to foster innovation and experimentation among community colleges. In 1983 the Board of Directors established a League Fellows program "to provide for quality staff development of top member institution leaders and to increase inter-institutional exchange of resources among League member institutions." League fellows work on specific projects, and share their results with all member institutions.

Since the first survey of staff development practices in League colleges was taken more than 15 years ago, this topic is one that needed updating. The timing of the survey coincided with a renewed interest in faculty development at Monroe Community College. While the results will be particularly helpful at MCC, we hope that all League institutions will benefit from our study.

INTRODUCTION

Effective teaching and community colleges have always been synonymous. This study is an attempt to understand ways in which colleges that comprise the League for Innovation in the Community College have upheld that reputation through professional development. We recognize the importance of the development of the entire staff to the vitality of an institution; because of time restraints, however, we have limited our study to faculty development. We have defined faculty development activities as those which encourage professional, organizational, and personal growth as described by Berquist and Phillips in A Handbook for Faculty Development:

> *A comprehensive program of faculty development is one which provides training for faculty in improved classroom performance, which assists the faculty member in developing a supportive environment within his academic organization and which allows him to examine and reflect on his own personal values and attitudes as they influence his professional life. Instructional development, organizational development, and personal development thus become the essential components of any effective program of faculty development. (6)*

This definition acknowledges that faculty development programs may differ to fit the needs of a particular institution or of individuals at various career stages.

Ultimately, the purpose of any faculty development program is to enable faculty to serve better the students they teach. A philosophy of faculty development, therefore, needs to reflect an institutional commitment to fostering an environment where administrators, faculty, staff, and students can all grow and learn from each other. When the notion of a community of learners is encouraged, faculty development becomes far more comprehensive than sabbaticals, workshops, and conference travel. Just as an effective teacher strives to create situations in the classroom that promote the growth of the students, we need to foster these same situations on an institution-wide basis. By tying faculty development to the mission and goals of our institutions, we can deepen our sense of community commitment. As Terry O'Banion writes in Teachers for Tomorrow, *"When the climate of learning for the staff is open, flexible, affirming, challenging; the climate of learning for students is likely to be similar." (104)*

Dr. O'Banion wrote those comments in 1972 at a time of adolescence for community colleges. Faculty development programs were rather loosely defined and often not tied to any specific goals. Enrollments and budgets were both high; it was easy to be generous with sabbaticals, travel money, and tuition waivers. Now, 15 years later, both our institutions and our faculty have celebrated silver anniversaries, and by

the year 2000, the modal age of college faculty will approach 65. (Boice 5). The combination of a maturing faculty and increasing financial constraints means that faculty development in the next decade must be a carefully planned necessity rather than a frivolous luxury. Among the graffiti which appeared on the walls of the Sorbonne during the student revolts of the '60's was this comment *"Be realistic: Attempt the impossible."* That statement should apply to faculty development programs in the twenty-first century.

Encouraging and sustaining professionalism is imperative if our institutions are to respond to the challenges posed by the students of the '90's. Demographic patterns are clear: there will be more older students, more students from developing nations, and more minority students. This last group is especially significant because it is representative of a massive change in the racial and ethnic mix of the nation. According to a recent article in the Chronicle of Higher Education, one out of every three Americans will be a member of a minority group by the year 2000. At the same time, we face growing numbers of poor and homeless people. The only way our nation can survive is to bring this growing underclass into full participation, and the only way this involvement can happen is through education.

Shifts in student populations have profound implications for those of us in community colleges. New students call for new methods in the classroom. As Patricia Cross and others have said, we need to break the cycle of teaching as telling.

Faculty development programs that can help teachers break out of the old molds are vital in the twenty-first century. Students will be bombarded with information and new technologies; we must find ways of helping them discover the bedrock of real wisdom beneath all that information, and to help them grow in ways that will help them discover their own moral and intellectual responsibilities. The voices who speak for educational reform -- Mortimer Adler, Ernest Boyer, Patricia Cross, Parker Palmer, -- all mention the imperative of an educated citizenry capable of full participation in both the local and global communities. This challenge can be met only if faculty themselves are renewed and zealous in their mission. Our study suggests that members of the League for Innovation in the Community College have the potential to meet this challenge.

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STRUCTURE OF PROFESSIONAL DEVELOPMENT
PROGRAMS AT LEAGUE COLLEGES

Brookdale Community College

Coordinator of Staff Development
Full-time Position
Established: 1983
Reports To: Administrative Assistant to the President

Faculty Information		Student Information	
Full-time:	189	Full-time:	2873
Part-time/Adjunct:	108	Part-time:	7700

Research as a faculty development tool is a priority at Brookdale. Their Center for Educational Research has become a model for a National Network of League colleges to assist faculty who are interested in gathering data on teaching and learning activities.

In addition, Brookdale faculty are encouraged to share information learned from conferences by conducting workshops for their colleagues.

Central Piedmont Community College

Director of Staff Development
Full-time position
Established: 1984
Reports to: VP for Planning, Research, Development & Evaluation

Central Piedmont Community College also has a staff development advisory committee comprised of representatives from all job classifications and instructional divisions. The committee guides the faculty development planning process on the campus.

Faculty Information		Student Information	
Full-time:	236	Curriculum Full-time:	5038
Part-time/Adjunct:	660	Curriculum Part-time:	11,585
		Non-Credit Part-time:	9129

The staff development program at CPCC includes a wide variety of seminars and workshops held throughout the year. Some randomly selected titles include: "Retention: Everybody's Business", "Personal Safety Workshop", "Adult Life Changes", "Color Me Sensational" (for men and women), and "Hypnosis Demonstration".

Evaluation of these and other staff development activities receives a high priority at CPCC. Each seminar, workshop, or conference is routinely followed with a questionnaire asking "What did you find most valuable at this seminar?" and "What suggestions do you have for future workshops?" Participation in all activities is voluntary, but faculty and staff are encouraged to discuss their individual development needs with their supervisors.

Cuyahoga Community College

Professor of Faculty Development
Full-time Position
Established: 1984
Reports to: Vice President for Academic Affairs
Vice President for Human Resources/Personnel Relations

The Faculty Development Committee, comprised of five faculty members (2 representatives from each of the major campuses and 1 representative from the smaller campus) work jointly with the Professor of Faculty Development to oversee the Faculty Development Program.

Several methods are used at Cuyahoga to determine the needs for faculty development at the campuses: faculty, suggestions from informal contracts, the Faculty Development Committee, and Institutional priorities. Most faculty development activities take place on a district-wide basis.

Faculty Information:		Student Information:	
Full-time:	341 & 18 full-time lecturers	Full-time:	6580
Part-time/Adjunct:	870	Part-time:	17453

Metropolitan Campus
Faculty Development Contact: Representatives to the Faculty Development Committee

Western Campus
Faculty Development Contact: Representatives to the Faculty Development Committee

Eastern Campus
Faculty Development Contact: Representatives to the Faculty Development Committee

Cuyahoga Community College has found a way to stimulate faculty scholarship and provide a forum for faculty to share their intellectual pursuits by holding a yearly symposium. All symposia are organized around a particular theme (past topics have included "Beyond the Melting Pot: Can Our Roots Help Us Cope?" and "Beyond High Technology: The Humanities are Alive and Well") and include experts from the college

faculty as well as prominent guest moderators from the Cleveland community. Proceedings from each symposium are published and made available to all who are interested.

Another CCC publication which has received wide attention boasting subscribers in 25 states, is the Cuyahoga Review, a scholarly journal of culture, literature, and pedagogy.

In addition to these activities, Cuyahoga has attempted to help both faculty and professional staff address the needs of international student populations by holding workshops on the Arab/Islamic culture, the Hispanic culture and the Asian/Oriental culture.

Dallas County Community College District

District Director of Staff Development
Full-time position
Established: 9/86
Reports to: Assistant Chancellor

Faculty Information		Student Information	
Full-time:	696	Full-time:	10,986
Part-time/Adjunct:	2002	Part-time:	34,870

The Dallas County Community College District has, in addition to the District Director, professional development contacts at each campus. These people, as can be seen from their job titles, have responsibilities besides faculty development. Most planning in the district takes place on a college-wide basis.

Brookhaven College

Faculty Development Contact: President

Faculty Information		Student Information	
Full-time:	82	Full-time:	1610
Part-time/Adjunct:	368	Part-time:	5581

Cedar Valley Community College

Faculty Development Contact: V.P. for Instruction

Faculty Information		Student Information	
Full-time:	45	Full-time:	702
Part-time/Adjunct:	110	Part-time:	1777

Eastfield College

Faculty Development Contact: V.P. of Student Development

Faculty Information		Student Information	
Full-time:	108	Full-time:	1976
Part-time/Adjunct:	328	Part-time:	6314

El Centro College

Faculty Development Contact: President

Faculty Information		Student Information	
Full-time:	163	Full-time:	1077
Part-time/Adjunct:	236	Part-time:	4049

Mountain View College

Faculty Development Contact: Dean, Educational Resources

Faculty Information		Student Information	
Full-time:	77	Full-time:	1158
Part-time/Adjunct:	193	Part-time:	3780

North Lake College

Faculty Development Contact: Dean of Educational Resources

Faculty Information		Student Information	
Full-time:	63	Full-time:	977
Part-time/Adjunct:	268	Part-time:	4506

Richland College

Faculty Development Contact: Director of Instructional Resources

Faculty Information		Student Information	
Full-time:	158	Full-time:	977
Part-time/Adjunct:	499	Part-time:	4506

Like other multi-campus districts, the DCCCD staff development program allows employees to reap the benefits of both college and district administered programs. Two unique features are the Career Development and Renewal Program and Renewal Week. "During any given year approximately 30 participants are engaged in the three types of learning experiences offered through the CDRP - special projects, understudies, and internships. Through the first option, an employee identifies a project of special interest and proceeds through the assistance of a mentor to explore the topic or issue. . . The understudy option allows an employee to learn by shadowing another person and the internship places the participant in the role of another".

The Dallas Renewal Week Program involves 150 faculty, staff, and administrators in a summer retreat. The cross section of employees have an opportunity to participate in a high quality, community building experience designed and presented by peers.

Delta College

A faculty committee, the Professional Development Committee, is generally responsible for planning and coordinating faculty development activities. The committee of 20 is chaired by a full-time member of the English Department.

Faculty Information		Student Information	
Full-time:	215	Full-time:	3481
Part-time/Adjunct:	300	Part-time:	6651

A unique feature of faculty development at Delta College is the professional development allowance granted to each full-time faculty member. During 1986-87, the allotment was $515 per person. This amount is in addition to professional development funds set aside for departments. According to the Delta contract; "included within the scope of PDA monies are travel, professional dues, course work, conferences, seminars, developmental materials in one's discipline, and equipment. (A maximum of 30 percent of the PDA may be spent for equipment and the money must be matched by an equal amount from the individual)". Individuals can pool their allotments or save them from one year to the next. The most common use for the professional development allowance has been the purchase of personal computers.

Foothill/DeAnza Community Colleges

DeAnza College
Faculty Development Contact: President

The Academic Senate and a faculty committee associated with the Teaching Resource Center share the responsibility for faculty development.

Faculty Information		Student Information	
Full-time:	261	Full-time:	6250
Part-time/Adjunct:	519	Part-time:	18,750

Foothill College
Faculty Development Contact: Dean of Instruction

A Faculty Senate committee called "Improvement of Instruction" works with the Dean of Instruction to promote faculty development.

Faculty Information		Student Information	
Full-time:	196	Full-time:	2600
Part-time/Adjunct:	557	Part-time:	10,378

Both colleges that comprise the F-DCC District tie at least part of faculty development to monetary incentives. At Foothill CC, salary increases depend on faculty members taking the equivalent of one (three) credit hour course every three years. DeAnza College has initiated professional achievement awards to reward outstanding professional growth, special service to the college and excellence in teaching. Any full-time faculty member who has served at least one full year at the top step of the salary schedule is eligible to apply for the award. This past academic year, recipients had $700 added to their base pay scale. Four years after receiving an award, an employee may apply for an additional award.

Humber College

Chair of Professional Development
Reports to: Vice President, Educational and Faculty Services

Organizationally, Humber College has a coordinated decentralized model for human resource development in which academic divisions, with the support of a central Professional Development office, have accountability for and provide professional development activities for their faculty and staff. The central professional development office helps coordinate resources and activities, as well as provides development activities that are open to all members of the institution. Human resource development plans are communicated to a central college Human Resources Development Committee. This committee, reporting to the President, is chaired by the Vice President, Educational and Faculty Services.

Faculty Information		Student Information	
Full-time:	634	Full-time:	9611
Part-time:	778	Part-time:	76,002

Each new full-time faculty member of Humber College is contractually obligated to complete a 19 month professional development program. The program begins with a week-long residential retreat, usually held in August, to orient new teachers to the college and to acquaint them with one another. After the academic year begins, new teachers attend a series of seminars which focus on effective teaching. During the second year of employment, teachers undertake a project related to their own needs and interests in education. Experienced Humber faculty members who serve as mentors during the orientation receive a stipend for their services.

Johnson County Community College

Director of Staff Development
Full-time position
Established: 1983
Reports to: Dean of Planning and Institutional Advancement

Faculty Information		Student Information	
Full-time:	200	Full-time:	2377
Part-time/Adjunct:	200	Part-time:	6560

A special feature of staff development at Johnson County is the College Forum which features prominent speakers on campus each year. Campus-wide convocations are held in conjunction with the speakers' visits. The series has included Francis Moore Lappe, Ralph Nader, Dr. Ruth Westheimer, and Shirley Chisholm.

JCCC also places emphasis on an orientation program for new and part-time faculty who attend a six session seminar on the nature of effective teaching.

Kern Community College District

Bakersfield College

Faculty Development Contact: Associate Dean of Instruction

Faculty Information		Student Information	
Full-time:	225	Full-time:	2915
Part-time/Adjunct:	250	Part-time:	7379

Cerro Coso Community College

Faculty Development Contact
- Full-time Staff: Dean of Instruction
- Part-time Staff: Dean of Continuing Education

Faculty Information		Student Information	
Full-time:	18	Full-time:	377
Part-time/Adjunct:	271	Part-time:	4041
		Non-credit:	225

Porterville College

Faculty Development Contact: Dean of Instruction
In addition to the Dean of Instruction, who has responsibilities besides faculty development, Porterville College also has a recently formed Staff Development Committee.

Faculty Information		Student Information	
Full-time:	58	Full-time:	750
Part-time/Adjunct:	112	Part-time:	1750

Since 1982, Kern CC District has made available to both faculty and administrators leaves for retraining. These leaves are separate from sabbatical leaves, and are applicable to faculty who are moving from one academic discipline to another or to a substantially different area of the same field. Administrators who are assuming new responsibilities which warrant special training or who are returning to new classroom duties may also apply. In addition to an agreed upon financial supplement, the staff member undergoing retraining may apply for funds to augment commuting costs,

purchasing books related to retraining and tuition fees incurred.

Kirkwood Community College

There is no on-campus person or office for faculty development. Deans (Arts & Sciences and Vocational-Technical) and the Associate Dean for Educational Services are responsible for planning and coordinating faculty development. The Director of Personnel handled our inquiries and forwarded questions to the appropriate person.

Faculty Information		Student Information	
Full-time:	212	Full-time:	3916
Part-time/Adjunct:	190	Part-time:	2392

Kirkwood Community College finds that a campus-wide staff development day is a useful way to help administration, faculty and support staff renew their ties to the institution. This past October, classes were cancelled and a series of 15 workshops were held throughout the day. In addition, the professional development committee organized a day-long film festival which included documentaries related to education as well as W.C. Fields. A keynote speaker and a culminating pizza party both helped to make the event a success.

Los Angeles Community College District

Director, Office of Staff Development, Program & Services
Full-time position
Established: 1982
Reports to: Vice Chancellor of Human Resources

East Lost Angeles College
Faculty Development Contact: Assistant Dean of Academic Affairs

Faculty Information		Student Information	
Full-time:	246	Full-time:	3323
Part-time/Adjunct:	283	Part-time:	8956

Los Angeles Harbor College
Faculty Development Contact: Dean

Faculty Information		Student Information	
Full-time:	169	Full-time:	3267
Part-time:	106	Part-time:	3418

Los Angeles Mission College
Faculty Development Contact: Assistant Dean, Handicapped Services

Faculty Information		Student Information	
Full-time:	68	Full-time:	1500
Part-time/Adjunct:	48	Part-time:	2500

Los Angeles Southwest College
Faculty Development Contact: Assistant Dean, College Department

Faculty Information		Student Information	
Full-time:	113	Full-time:	866
Part-time/Adjunct:	116	Part-time:	3091

Pierce College
Faculty Development Contact: Assistant Dean, Academic Affairs

Professional development activities are generally the responsibility of several people; the Professional Development Committee, the Professional Development Committee chairperson, and the Assistant Dean of Academic Affairs. The Assistant Dean acts as advisor to the Committee.

The Professional Development Committee is an ad hoc committee of the Academic Senate and appointed by the President of the Senate. The chair of the committee has 1/5 released time.

Faculty Information:		Student Information:	
Full-time:	300	Full-time/Part-time:	19,894
Part-time/Adjunct:	250		
Part-time/Adjunct:	250		

West Los Angeles College
Faculty Development Contact: Dean

Faculty Information		Student Information	
Full-time:	135	Full-time:	1699
Part-time/Adjunct:	162	Part-time:	6854

Los Angeles City College
Faculty Development Contact: Staff Development Officer

Faculty Information		Student Information	
Full-time:	327	Full-time:	4340
Part-time/Adjunct:	214	Part-time:	10,518

Los Angeles Valley College
Faculty Development Contact: Dean, Student Affairs

Faculty Information		Student Information	
Full-time:	294	Full-time:	3826
Part-time/Adjunct:	237	Part-time:	14,365

Los Angeles Trade Technical
Faculty Development Contact: Assistant Dean, Academic Support Services

Faculty Information		Student Information	
Full-time:	264	Full-time:	3368
Part-time/Adjunct:	298	Part-time:	9046

Long before the Carnegie Report or the Bennet report, the LACC District published its own study entitled "Report of the Commission for the Advancement of Teaching". The study affirms: "In an educational environment such as ours professional development should be a continuing, enduring process; study of the subject should be in the forefront of the institution's concerns, it should be well articulated in policy statements and reports, and it should never end."

The report recommends several strategies for effective professional development on each of the district's campuses. These recommendations include a centralized staff development office, broad based faculty enrollment in proposal development

activities, and explicit commitment on the part of each college's administration to the personal and professional growth of all employees.

Maricopa Community Colleges

District Coordinator Faculty/Staff Development
Full-time Position
Established: 1978
Reports to: Vice Chancellor for Educational Development

Gateway Community College
Faculty Development Contact: Staff Development Coordinator

Faculty Information		Student Information	
Full time:	59	Full time:	631
Part time:	101	Part time:	2134

Glendale Community College
Faculty Development Contact: Staff Development Coordinator

The Staff Development Coordinator, a position established in 1980, is a faculty member with 9 hours of released time each semester. That person reports to the Dean of Instruction and the District Staff Development Coordinator.

Faculty Information		Student Information	
Full-time:	200	Full & Part-time:	15,500
Part-time/Adjunct:	500		

Mesa Community College
Faculty Development Contact: Staff Development Coordinator

The Staff Development Coordinator, a position created in 1984, is a faculty member with 9 hours of released time each semester. That person reports to the Dean of Instruction.

Faculty Information		Student Information	
Full-time:	202	Full time:	4132
Part-time/Adjunct:	430	Part time:	12657

Phoenix College
Faculty Development Contact: Staff Development Coordinator

The full-time coordinator works with a faculty committee and reports to the Dean of Instruction and the President.

Faculty Information		Student Information	
Full-time:	179	Full time:	2835
Part-time/Adjunct:	347	Part time:	8757

Rio Salado Community College

Faculty Development Contact: Staff Development Coordinator

Scottsdale Community College

Faculty Development Contact: Staff Development Coordinator

The position of Staff Development Coordinator, a faculty member with 9 hours of released time each semester, was established in 1984. Working with the Coordinator in planning faculty development activities is a faculty committee, the Innovations Committee of the Faculty Senate.

Faculty Information		Student Information	
Full-time:	110	Full-time:	2028
Part-time/Adjunct:	189	Part-time:	5781

South Mountain Community College

Faculty Development Contact: Staff Development Coordinator

A faculty member with some released time coordinates the faculty development activities on this campus.

Faculty Information		Student Information	
Full-time:	25	Full-time:	338
Part-time/Adjunct:	56	Part-time:	1105

Faculty Resource Centers play a key role in professional development in the Maricopa Community College District. Several of the campuses which comprise this district either have rooms on campus where faculty are free to drop in, have coffee, browse through professional journals related to teaching, and chat with one another.

Another feature of professional development in the Maricopa District is workshops or seminars which cut across the disciplines and include support staff as well. Glendale Community College hosted a day-long conference on legal issues in higher education, and Scottsdale Community College has a distinguished visitors program that has included Linus Pauling and Mortimer Adler as guest lecturers.

District-wide, Maricopa has undertaken an impressive faculty development project called "4MAT in the Community College". The 4MAT system is based on research in right and left brain dominance and its effect on learning styles. Faculty members from each of the seven Maricopa campuses were selected to participate in the 4MAT program; they in turn will conduct training sessions on their individual campus.

Miami-Dade Community Colleges

Medical Center Campus

Faculty Development Contact: Director, Instructional Support Services

As one can assume from the title, the contact is not full-time in the area of staff development. In addition to the director, the campus executive committee (comprised of the Vice President and Deans) is also responsible for planning and coordinating faculty development activities.

Faculty Information		Student Information	
Full-time:	83	Full-time:	763
Part-time/Adjunct:	118	Part-time:	2690

North Campus

Faculty Development Contact: Chair, Staff and Program Development

The Chair of Staff and Program Development, a position established in 1979, is a full-time faculty member whose duties include planning and coordinating faculty development and instructional improvement on the campus.

Faculty Information		Student Information	
Full-time:	230	Full & Part-time:	
Part-time/Adjunct:	100+		11,000

South Campus

Faculty Development Contact: Director, Faculty, Staff & Program Development

The Faculty, Staff and Program Development Office, Division of Training and Development on the South Campus of Miami-Dade Community College is a part of the staff of the campus Vice-President's Office. The staff of the FSPD Office are available to all faculty and staff on the campus for consultation and assistance in planning in-service training, professional growth opportunities, and program development. Funding for approved faculty, staff and program development activities is available through the office.

Mitchell Wolfson New World Campus

Faculty Development Contact: Associate Dean

An Associate Dean, in addition to other responsibilities, manages SPD on a day-to-day basis. Decisions are made by the Dean of Instruction with the guidance of the Vice President's Council.

Faculty Information		Student Information	
Full-time:	112	59,000 credit hours.	
Part-time/Adjunct:	59	average credit load:	9

Faculty development is the key component to a major three year undertaking by Miami-Dade. The "Teaching/Learning Project" is a mobilization of the entire institution toward three goals:

- to improve the quality of teaching and learning

- to make teaching at Miami-Dade professionally rewarding

- to make teaching and learning the focal point of college activities and decision making processes.

According to President Robert H. McCabe, the program will attempt to meet these goals by "utilizing assessment techniques to recruit the most appropriate faculty, integrating faculty teaching/learning research into the College's programs and reward systems; relating achievement of college-valued outcomes to evaluation, tenure and promotion; and designing the evaluation/promotion system to encourage free attention to faculty responsibilities."

A unique feature of the Teaching Learning Project is the establishment of Teaching Chairs in recognition of outstanding teachers.

Monroe Community College

A faculty committee (Professional Development and Institutional Research Committee) and the Associate Vice President for Institutional Advancement are generally responsible for coordinating faculty development activities on the campus. Most planning takes place at the divisional and departmental levels.

Currently, an office is being put in place to serve as a centralized point for development activities throughout the campus.

Faculty Information		Student Information	
Full-time:	287	Full-time:	5758
Part-time/Adjunct:	277	Part-time:	6108

In 1987 Monroe Community College initiated an incentive for faculty development in the form of a $5000 award for educational innovation. The Vice President for Academic Affairs specified that the focus of the award for the first year be an interdisciplinary application of technology. This announcement prompted several creative proposals, and those who did not win, but sounded promising, were directed to other sources of funding.

The negotiated contract at MCC is another innovation in funding for faculty development. The contract provides for departments to generate monies for faculty development by using credits earned through increased workload.

Moraine Valley Community College

Director, Center for Faculty and Program Excellence
P/T Position - full-time instructor with released time
Established: 1982
Reports to: Assistant Vice President for Academic Support and Developmental Education

Faculty Information		Student Information	
Full-time:	196	Full-time:	3426
Part-time/Adjunct:	400	Part-time:	9269

During the last four years, MVCC has made efforts to tie faculty development activities more closely with faculty evaluation. On the basis of a four part evaluation, (student, peer, supervisor, self) individual faculty members determine those areas where their professional growth will be directed. Two faculty members with released time help with the integration of development and evaluation.

Peralta Community College District

District Affirmative Action Officer
Full-time Position
Reports To: Chancellor

Merritt College
Faculty Development Contact: Dean of Instruction

The Dean of Instruction has duties besides faculty development.

Faculty Information		Student Information	
Full-time:	125	Full-time:	1502
Part-time/Adjunct:	41	Part-time:	4528

Feather River
Faculty Development Contact: Dean of Instruction

Faculty development activities are part of the administrative workload for the Dean of Instruction.

Faculty Information		Student Information	
Full-time:	24	Full-time:	159
Part-time:	28	Part-time:	736

College of Alameda
Faculty Development Contact: Dean of Instruction

Faculty development activities are part of the administrative workload for the Dean of Instruction.

Faculty Information		Student Information	
Full-time:	109	Full-time:	1574
Part-time/Adjunct:	32	Part-time:	3751

Laney College
Faculty Development Contact: Dean of Instruction

Faculty development activities are part of the administrative workload for the Dean of Instruction.

Faculty Information		Student Information	
Full-time:	190	Full-time:	2474
Part-time/Adjunct:	71	Part-time:	7836

Vista College
Faculty Development Contact: Dean of Instruction

Faculty development activities are part of the administrative workload for the Dean of Instruction.

Faculty Information		Student Information	
Full-time:	11	Full-time:	34
Part-time/Adjunct:	112	Part-time:	4396

RESOURCES FOR RENEWAL

A Survey of Professional Development Practices
in League for Innovation Community Colleges

Judith I. Hall
Donna R. Petrie

September, 1987

In cooperation with the League for
Innovation in the Community College.

This document was produced with funding assistance from the Monroe Community College Foundation.

The PCC District has undertaken a project to encourage grant applications among its faculty. Called the "Grant Development Incentive Compensation Program," the essence of the plan entails compensating grant writers for the time and effort they expend researching, writing, and submitting grant proposal. This activity is funded by using 50% of all indirect or other administrative overhead costs for competitive grants received the previous year. In this manner, the fund increases as the level of successful grant activity increases. Project developers receive cash payment for their services at the time the grant is received.

Sante Fe Community College

Director of Grants & Projects
Full-time Position
Established: 1969
Reports to: Executive Vice President

The Faculty and Staff Development Committee regularly questions faculty concerning the effectiveness of the program and determines guidelines for determining the needs for the program on an annual basis.

Most faculty development takes place on a departmental level.

Faculty Information		Student Information	
Full-time:	210	Part-time:	5500
Part-time/Adjunct:	400	Part-time:	8000

During the 1986-87 academic year, Sante Fe CC offered a new and comprehensive faculty/staff development program using a formula mandated by the Florida legislature. Each year the legislature appropriates staff development funds to community colleges in an amount at least equal to 2% of the College's program funds for the previous fiscal year. SFCC designated $150,000 for projects developed by faculty in discipline-related areas. A faculty/staff development committee reviewed the projects and determined funding priority. The projects included such activities as enabling a member of the art faculty to learn the design process involved in neon sculpture, providing a consultant to the nursing faculty for a six hour workshop in clinical evaluation and funding nine staff members to inspect automation systems in various college libraries.

St. Louis Community College

Florissant Valley

Faculty Development Contact: Coordinator of Staff Development

The Coordinator of Staff Development works with a Staff Development Committee, composed of 11 faculty members. The position is held by a faculty member with 6 hours of released time as part of the faculty load.

Faculty Information		Student Information	
Full-time:	150	Full-time:	2272
Part-time/Adjunct:	150	Part-time:	8111

Forest Park

Faculty Development Contact: Staff Development Coordinator

Faculty Information		Student Information	
Full-time:	130	Full-time:	1490
Part-time/Adjunct:	300	Part-time:	4647

Meramec

Faculty Development Contact: Staff Development Coordinator

A Faculty Staff Development Committee reviews the faculty development program as a means to measure its effectiveness. The position of Staff Development Coordinator was established in 1984, and that person reports to the campus president.

Faculty Information		Student Information	
Full-time:	170	Full-time:	3359
Part-time/Adjunct:	350	Part-time:	8741

Customer satisfaction is a dominant theme in many of the professional development activities at St. Louis Community College. Under the overall heading "Mobilizing for Institutional Vitality" one primary goal of staff development during the 1986-87 academic year was to help all employees understand their role in marketing the campus. To achieve this goal, the staff development office organized workshops such as "Designing New Course Formats for New Markets" and

"The High School/Community College Connection". In addition, one workshop was devoted to examining student evaluations of college services.

RESEARCH METHODS AND ANALYSIS

To accurately compile information regarding professional development practices throughout League institutions, we sent a questionnaire to each campus of each League member. Out of a total of 55 questionnaires sent, thirty-three questionnaires were returned.

A copy of the questionnaire follows, with the results noted. For questions:

II. D, E, F, G
III. A, G, H, I
IV. A, B, C, D, E, F, G, H

the following information is provided:

- the number of responses to that particular question
- the distribution of responses.

Please note that in most cases, the total percentage is greater than 100%. Multiple responses to each question were given.

The distribution of responses has been rounded to the nearest 0.1 of a percent.

To aid in the analysis, the statistical package MINITAB release 82.1 was used on an IBM 4341.

Question IVJ requested that the respondent rank from 1 to 6 certain challenges in faculty development. Each number was to be used only once. In a few cases, questionnaires were returned with only partial rankings or certain number used more than once.

For example:

greatest <----------> least

Rank	1	2	3	4	5	6
Maintaining Career enthusiasm (29 responses)	6	8	6	8	0	1

Of the 29 responses to this choice...

6 respondents viewed maintaining career enthusiasm as the greatest challenge

1 respondent viewed maintaining career enthusiasm as the least of the challenges listed.

SUMMARY IVJ

greatest <---------> least

	1	2	3	4	5	6
Maintaining Career enthusiasm (28 responses)	6	8	6	7	0	1
Preventing burn-out (27 responses)	6	3	6	4	6	2
Fostering Innovative teaching technique (27 responses)	3	5	6	9	2	2
Adequate funding for a faculty development program (28 responses)	1	5	5	3	8	6
Measuring the effectiveness of the faculty development program (26 responses)	2	1	2	2	6	12
	Note: one respondent ranked this as 2.5					
Promoting campus-wide involvement and participation in a faculty development program (28 responses)	11	5	3	2	3	3
	Note: one respondent ranked this as 2.5					

A SURVEY OF FACULTY DEVELOPMENT PRACTICES IN COMMUNITY COLLEGES

by Judith I. Hall
Donna R. Petrie
Monroe Community College
Rochester, NY 14623

I. Information Concerning Your Institution

A. Name of your institution

_____

B. Name of your campus (if multi-district campus) _____

C. Number of full time faculty _____

D. Number of adjunct or part time faculty _____

E. Fall semester head count (credit students)

_____ full-time
_____ part-time

II. Information Concerning Organization and Planning

A. Does your institution have an on-campus person or an office for faculty development or instructional improvement?
(Number of responses: 33)
__23__ yes __10__ no

B. If yes:

1) Please list the name(s), the number of full-time equivalent professional staff and the date established.

_____ _____
title of person(s) date established

_____
number of full-time equivalent staff

2) How was that person chosen?

3) To whom does that person report?

C. If no, who is generally responsible for planning and coordinating faculty development or instructional improvement activities on your campus?
_____ 1) a faculty committee (name) _____
_____ 2) a consortium (name) _____
_____ 3) a dean or other administrator with responsibilities besides faculty development

D. What methods are used to determine needs for a faculty development program on your campus? Check all that apply.
(number of responses: 33)

90.9% 1) questionnaires distributed to all faculty
84.8% 2) personal interviews
75.8% 3) evaluations from workshops/seminars
84.8% 4) literature concerning faculty development
_____ 5) none
_____ 6) other:

E. In your opinion, who should be responsible for planning and coordinating faculty development and instructional improvement activities on your campus?
(number of responses: 33)

45.5% 1) a full-time coordinator
39.4% 2) a member of the faculty with some released or reassigned time
39.4% 3) a faculty committee
24.2% 4) a dean or other administrator
15.2% 5) department chairs

F. What ties does your campus have with other institutions that would encourage faculty development activities? Check all that apply.
(number of responses: 32)

28.1% 1) high schools
68.8% 2) other colleges in district
59.4% 3) colleges or departments of education, university or graduate level
21.9% 4) state department of education
93.8% 5) League for Innovation
25.0% 6) consortia (describe)

G. At what level does most faculty development planning on your campus take place?
(number of responses: 33)

27.3% 1) departmental
24.2% 2) divisional
66.7% 3) college-wide
27.2% 4) district-wide

Have we forgotten any items related to organization and planning that you would like to add?

III. Information Concerning Funding and Personnel

A. If your campus has a full time coordinator of professional development, please indicate a salary range for that position.
(number of responses: 13)

0% 1) less than $20,000
0% 2) $20,000 - $25,000
7.7% 3) $25,000 - $30,000
15.4% 4) $30,000 - $35,000
69.2% 5) more than $35,000

B. What is your total college operating budget?
_____

C. What is the total amount of money in your college's budget spent for travel? _____

D. What percentage of that amount do you estimate is strictly for (teaching) faculty travel? _____

E. Roughly, what percentage of your college budget is allocated for all phases and activities of faculty development? (include sabbaticals, tuition reimbursement, consultants' fees, travel, instructional grants, and other programs)

F. Roughly, what percentage of your college budget is allocated for:

_____ 1) sabbaticals
_____ 2) tuition reimbursement
_____ 3) consultants
_____ 4) travel (includes conference fees)
_____ 5) instructional grants
_____ 6) workshops
_____ 7) merit pay

G. Check any sources of funding that apply to your campus faculty development program.
(number of responses: 27)

62.9% 1) the state higher education or community college central office
22.2% 2) county or municipal funds
18.5% 3) corporate expertise
66.7% 4) other grants, specifically designated for faculty development
48.1% 5) college foundation
_____ 6) other (describe)

H. Which of the following items are negotiated, contractual items on your campus? Check all that apply.
(number of responses: 26)

23.1% 1) a predetermined amount or percentage of the budget will be spent on faculty development
69.2% 2) sabbatical leaves
50.0% 3) tuition reimbursement
53.8% 4) leaves for retraining
11.5% 5) faculty development committee structure
19.2% 6) adjunct and part time faculty orientation
38.4% 7) released time
11.5% 8) merit pay for faculty
____ 9) other (describe)

I. Generally, how would you compare your institution's current investment in faculty, instructional and professional development to its investment three years ago?
(number of responses: 32)

21.9% 1) much greater now
21.9% 2) somewhat greater now
40.6% 3) about what it was then
6.3% 4) somewhat less now
9.4% 5) much less now

Have we forgotten any items related to finances and personnel that you would like to add?

IV. Information Concerning Participation in Programs

A. Which of the following workshops and seminars were available on a campus wide basis to your full-time teaching faculty within the past 12-18 months? Check all that apply.
(number of responses: 30)

80.0% 1) various methods or techniques of instruction
46.7% 2) course or curriculum planning
60.0% 3) testing and evaluating student performance
60.0% 4) academic advising and counseling skills
16.7% 5) research and scholarship skills
50.0% 6) improving the management of departmental operations
70.0% 7) general issues or trends in higher education (e.g., competency testing, general education)
76.7% 8) personal development (e.g., improving interpersonal skills, stress/time management, career planning)
76.7% 9) understanding college students (e.g., learning styles, developmental patterns)
30.0% 10) theories and principles of instruction
73.3% 11) needs of non-traditional student groups (minority, international, special needs, adult learners, women)
43.3% 12) global awareness
50.0% 13) grant/proposal writing

B. Which of the following resources are available college-wide to faculty for assessing and improving their teaching? Check all that apply.
(number of responses: 33)

90.9% 1) student ratings of instruction
75.8% 2) classroom observation by peers
54.5% 3) review of course materials by peers
42.4% 4) systematic self-assessment techniques
45.5% 5) consultation about teaching from experienced colleagues or other instructional resource people
39.4% 6) videotaping and critique of classroom instruction
81.8% 7) review by supervisors

comments or other resources:

C. From which of the following list of concerns are faculty able to receive individual help from trained consultants? (either internal or external) Check all that apply.
(number of responses: 32)

40.6% 1) interpreting student ratings of instruction
59.4% 2) course planning or development
46.9% 3) constructing tests or evaluating student performance
46.9% 4) developing teaching skills (e.g., asking questions, lecturing)
93.8% 5) use of instructional technology (e.g., audiovisual aids, computer-assisted instruction)
31.3% 6) career goals
15.6% 7) working effectively with or within organizations (e.g., committees, departments)
78.1% 8) retirement issues
71.9% 9) alcohol and/or drug abuse

comments or other resources:

D. Which of the following grants, awards, leaves, or exchanges are available to your faculty? Check all that apply.
(number of responses: 33)

90.9% 1) grants for faculty members developing new or different approaches to courses or teaching
84.8% 2) faculty exchange programs with other institutions
93.9% 3) sabbatical leaves with at least half salary
90.9% 4) a policy of unpaid leaves covering educational or development purposes
0% 5) a lighter than normal teaching load for first year faculty
69.7% 6) temporary teaching load reductions to work on new courses, major course revisions, or research projects
63.6% 7) travel grants to refresh or update knowledge in a particular field
93.9% 8) travel funds available for attending professional conferences
69.7% 9) summer grants for projects to improve instruction or courses

comments or other examples:

E. Which of the following faculty development practices are available on your campus? Check all that apply.
(number of responses: 33)

51.5% 1) special professional library readily accessible to faculty concerned with instructional methodology, teaching skills, psychology of learning, and similar topics
69.7% 2) annual awards to faculty for excellence in teaching
42.4% 3) professional and personal development plan (often called "growth contracts") for individual faculty members
75.8% 4) college wide circulation of newsletters or articles that are pertinent to teaching improvement or faculty development
42.4% 5) a specific calendar period set aside for professional development
36.4% 6) a visiting scholars program that brings experts to the campus for short or long periods within certain departments
42.4% 7) a visiting scholars program that brings experts to the campus for short or long periods of time for college-wide consultation
90.9% 8) a periodic review of all faculty members, whether tenured or not
78.8% 9) a campus committee on faculty development

comments or examples of other practices:

F. Who participates in group faculty development programs on your campus? (Choose one in each group listed)
(number of responses: 30)

[A] 16.1% 1) chiefly personnel in the humanities/liberal arts areas
9.7% 2) chiefly personnel in the technologies/career program areas
80.6% 3) equal participation from all divisions in the college

[B] 12.9% 1) chiefly "new" faculty
9.7% 2) chiefly experienced faculty
80.6% 3) equal participation from all

G. Which of the following best describes adjunct participation?
(number of responses: 31)

16.1% 1) chiefly new adjuncts
6.5% 2) chiefly experienced adjuncts
45.2% 3) equal representation
25.8% 4) invited, but do not participate
16.1% 5) not invited

H. Which of the following items are incentives for individuals to participate in faculty development on your campus? Check all that apply.
(number of responses: 31)

93.5% 1) travel funds
35.5% 2) released time for mentoring projects
32.3% 3) stipends for mentoring projects
48.4% 4) released time for attending on-campus workshops
12.9% 5) stipends for attending on-campus workshops
51.6% 6) special project assignments
64.5% 7) awards for effective teaching (includes cash, plaques, certificates)
3.2% 8) merit pay system
25.8% 9) tenure decisions
32.3% 10) promotion decisions
71.0% 11) sabbaticals
_____ 12) other
(please describe)

I. How is the effectiveness of the faculty development program measured on your campus?

Those who responded to this question indicated that effectiveness was measured by informal discussions and surveys taken after workshops.

J. Rank the following in the order you consider to be the greatest challenge in faculty development (1 greatest, 6 least. Use each number only once.)
(number of responses: 30)

_____ 1) maintaining career enthusiasm
_____ 2) preventing burn-out
_____ 3) fostering innovative teaching techniques
_____ 4) adequate funding for a faculty development program
_____ 5) measuring the effectiveness of the faculty development program
_____ 6) promoting campus-wide involvement and participation in a faculty development program

(Please see page 36 for analysis of this question.)

Your Name _____

Your Title _____

Finally, we invite you to include additional comments about the professional development program or practices at your institution --- its basic strategy or emphasis and its most critical problems. Thank you for your time and cooperation.

Questions IV A, B, C, D, and E were adapted from the SURVEY OF FACULTY DEVELOPMENT PRACTICES in:

Centra, J.A. (1976). Faculty development practices in U.S. colleges and universities (ETS PR-76-30). Princeton, NJ: Educational Testing Service.

FIFTY PROFESSIONAL DEVELOPMENT POSSIBILITIES

We have gathered the following list of ideas for professional development activities from our survey, conversations, reading, and our Irish imaginations. The list is divided into two parts -- those activities which have contractual or workload implications, and those which do not. Some involve substantial investments of time and money; others are cost free. Wherever possible, we have mentioned in parentheses an institution that encourages the specific activity, should further explanation be needed.

1. Set a year-long theme for faculty development. The suggestions are endless; retention, service, student development, the core curriculum are a few examples. **(St. Louis)**

2. Hold January and June workshops related to all-college concerns.

3. Conduct week-end or one day retreats for each division or for the President's Cabinet and the officers of the campus academic governance organization. **(De Anza)**

4. Hold week-end or week-long seminars on effective teaching, sharing videotapes and case histories. According to John Centra's earlier study of faculty

development practices, the analysis of in-class videotapes is one of the least used but most effective methods of improving teaching.

5. Arrange for administrators and faculty to exchange roles for a day. "A Day in the Life of..."

6. Use the "daily dose of reality" approach from In Search of Excellence. Administrators and faculty make random phone calls to students to inquire about their daily life at the college. **(Bakersfield)**. An alternative is to telephone students the first time they miss a class to let them know the faculty care. **(Miami-Dade)**

7. Arrange schedules around faculty physical fitness programs; encourage more physical fitness activities on campus.

8. Conduct "quality circles" composed of representatives from all campus constituencies, including the Board of Trustees, to discuss issues.

9. Sponsor "Dutch treat" luncheons to introduce new faculty to other campus members. **(Indiana University-Bloomington)**.

10. Select a teacher/staff person of the month. Treat the honoree to lunch and flowers. Most studies indicate

selecting one "Teacher of the Year" is an ineffective way to boost morale; all teachers need to be considered teachers of the year.

11. Use the classroom as a research tool for learning about effective teaching. Patricia Cross has written and spoken eloquently on this subject. **(Brookdale, Miami-Dade)**

12. Emphasize adjunct orientation and mentoring. **(Humber)**

13. Sponsor a county-wide or district-wide conference for part-time faculty.

14. Provide a professional library within a faculty resource center for the entire campus. **(Maricopa)**

15. Hold basic skills workshops for faculty and staff with an emphasis on communication skills.

16. Encourage faculty to serve as consultants and lecturers to area high schools through an "adopt-a-high-school" program. **(Monroe Community College)**

17. Hold breakfast or luncheon meetings on current concerns at the college. **(Dallas)**

18. Organize faculty/student forums on world issues or current events.

19. Hold great books reading groups or poetry readings.

20. Organize faculty/staff golf, volleyball, or softball tournaments. (Maricopa)

21. Begin each academic year with a convocation to build esprit de corps.

22. Involve the community with seminars and speeches focused on a particular issue, such as the relationship between the technologies and the humanities. (Cuyahoga)

23. Hold on-going computer literacy workshops for faculty and staff.

24. Organize group travel.

25. Organize group participation in area cultural events.

26. Hold workshops on writing sabbatical proposals.

27. Involve everyone in a writing-across-the-curriculum program. Taking teaching seriously is taking writing seriously.

28. Arrange visitations to other institutions or other parts of the campus to view innovative projects.

29. Offer a course in excellence in instruction on a regular basis. (De Anza)

30. Sponsor an "on our own time" art exhibit of faculty/staff work.

31. Establish a conference exchange where faculty can present information gained from attending either local, state, or national conferences.

32. Sponsor a "last lecture" forum where faculty are asked to imagine they have only one lecture left to give. What would it be?

33. Take more opportunities to say "thank you" to colleagues for contributions. According to Roger Baldwin in Incentives for Faculty Vitality: "Approval, praise, and other forms of meaningful attention from departmental and institutional administrators may be among an organization's most powerful forms of reinforcement. "

The following items have contractual or workload implications:

34. Banking hours by working overload at no pay in order to take mini-sabbaticals. This increased flexibility is intended to augment rather than replace the traditional leave for professional advancement.

35. Reserving a certain number of opportunities each semester for faculty to take a course at their own institutions as part of their regular workload. For example, a math professor might take a philosophy course to reacquaint himself or herself with the philosophical approach to logic. We could also share pedagogical techniques in this manner.

36. Permitting released time for grant writing to be "paid back" if the grant proposal is not accepted. (Peralta District)

37. Establishing a resident "visiting" scholar position -- one position per year granted to faculty members who apply by offering to lecture on applications of their subject to other disciplines. For example, an art professor could conceivably be able to speak on current trends and the relationship between art and history, English, mathematics, computer science, biology, and even dental hygiene. (University of Richmond)

38. Requiring a faculty-staff renewal day involving all employees of the college from the President to housekeeping. This would be organized around a particular theme with a keynote speaker and appropriate workshops. (Several League schools cancel classes one day for such an activity; other begin the year in such a way.)

39. Identifying and using master teachers to help with adjunct orientation and mentoring. Make it prestigious to be involved and offer a stipend. (Humber)

40. Giving a bonus (to be determined) for senior full professors who demonstrate outstanding professional growth.

41. Setting aside seats in courses for adjuncts. Adjuncts would be eligible for these seats after teaching for the college a certain number of predetermined semesters. These "seats" would be similar to tuition waiver provisions.

42. Providing for part of a faculty member's course load to be met by working with agencies in the community.

43. Providing for part of a faculty member's course load to be met by being reassigned to a different area of the

college. This would enable the faculty member to understand the operations of the non-academic areas of the college.

44. Assigning a lighter than normal teaching load for the first semester of the first year of employment for the new faculty member. In the place of teaching one course, the new instructor would take a course provided by the institution and taught by experienced faculty members (perhaps a team, where each member of the team is an expert in a certain area). That course would cover institutional goals, methods of operation within the college, needs of our special students, resources available for students that are provided on the campus, and any other topics that might be relevant. After the first semester, the teaching load would become "normal", but the new instructor would be required to take some sort of professional development course (offered by the Office of Professional Development) each year until tenure is granted.

45. Providing released time for a faculty member to assume a student course load for one semester. The course load must be outside the teacher's own department, and the faculty member agrees to serve as a consultant to other areas of the college, based on his or her observations from the student's viewpoint. (Rollins College)

46. Allotting a set amount of money per year for each faculty member to spend on professional development. (Delta)

47. Providing an on-campus counseling center for faculty and staff to include retirement counseling.

48. Allowing short leaves of absence for consulting purposes. (Miami-Dade)

49. Providing short developmental leaves to learn a specific skill, such as operating a new kind of equipment related to one's field.

50. Granting a set of number of semester long or year-long sabbatical leaves for professional development.

RECOMMENDATIONS TO THE LEAGUE FOR INNOVATION

We recognize that faculty vitality is a quality that needs a nurturing environment. While we each work in unique institutional settings, the League itself is also an environment. As such, there are opportunities for us to help each other realize greater potential as institutions; ultimately our students will be the benefactors. In this context, we offer the following recommendations for the League to consider:

1) Sponsor mini-conferences involving recipients of the League "Innovator of the Year" Award so that they might meet to exchange ideas. A similar session could involve League fellows.

2) Establish telecommunication capabilities throughout the League to enable professional development officers to share common data bases and use an electronic bulletin board for posting of professional development conferences. This opportunity to communicate quickly would eliminate time zone differences and delays in mailing.

3) Pursue a grant which would enable the League to hold annual week-long summer seminars based on a model similar to the Great Lakes College Consortium. During this week, faculty from League institutions would meet to discuss the specific courses they teach, to revise syllabi, to exchange ideas on classroom problems and concerns.

4) Continue to encourage and promote faculty exchanges within the League.

5) Make global education a League-wide priority. Students at all levels are unprepared to meet the challenges posed by global issues. They lack a knowledge of the culture, history, and geography of other nations. Before this global illiteracy can be overcome, faculty, too, must be upgraded. The future demands innovative learning and teaching that can bring change, renewal, and problem-solving.

Resource Directory

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